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ABSTRACT

One of a series of instructional packets to aid schools in reducing sex stereotypes, this inservice guide for use with school personnel is designed to reiterate for guidance counselors the requirements of sex fairness legislation in education and to reaffirm the necessity for making young people aware of the expanding options open to them in choosing careers. Materials are included for self-checks by counselors of their own attitudes in responding to typical counseling situations. Contents include a leader's script (materials to be presented), three transparency masters, five handout masters, answer sheets, and a class discussion guide for use with two counseling case studies. Topics covered include work life expectancy, Education Amendments of 1972 and 1976 (Title IX and Title II), responsibilities of counselors employed in educational settings, and recognizing sexist and nonsexist behavior. The packet is designed for use alone, in combination with other packets (see Note), or to supplement existing inservice units. (JT)

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ED189348

PROJECT: STRATEGIES FOR SEX FAIRNESS
College of Education
Kansas State University

COUNSELOR
ENCOURAGING NON-TRADITIONAL OPTIONS

A Vocational Education SPECIAL PROJECT
Kansas State Department of Education

CG 015 717

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Project: Strategies for Sex Fairness
College of Education, Kansas State University

SEX FAIRNESS PACKETS PRICE PER PACKET $1.50

The packets are designed to aid Kansas schools in reducing limitations that sex stereotyping imposes on option choices for boy and girl students. Each packet incorporates affective with cognitive learning to facilitate thinking and discussion. A packet's material can be used alone, in combination with other packets, or to supplement existing instructional/ in-service/out-reach units. Included are complete instructions for using the enclosed script, visual aids, transparency masters, handout masters, or group activities to cover 40-50 minute time periods. Packets are available for schools to address three different fronts - instructional packets for use with junior high or older students, in-service packets for use with school personnel, and out-reach packets for use with community groups.

INSTRUCTIONAL PACKETS:

'Does Occupational Stereotyping Need to Limit Choice?'
Students think through the process of narrowing their occupational options to a choice pool that reflects their interests, abilities, and values. Consideration is given whether occupational stereotyping is a valid reason for removing occupations from one's choice pool.

'Focus on the Future: Changing Lives'
Students are encouraged to think about today's world and the increased flexibility being prepared for both a job and managing a home brings to future choices.

'What Would I Do If That Were I'
Students consider present or potential life situations to explore traditional and nontraditional alternatives. The purpose is to assist in values clarification regarding sex roles.

'My Legal Right - Expanding Male Options'
Students demonstrate the legal right men have to be hired in nontraditional occupations via skit form.

'My Legal Right - Expanding Female Options'
Students demonstrate the legal right women have to be hired in nontraditional occupations via skit form.

'Is My Textbook Limiting Me in Considering Future Roles?'
Students consider that today's world is changing so rapidly textbooks cannot keep up in reflecting society. By recognizing textbook bias that limits choices, students can choose to ignore these limitations.

'Is My Guidance Text Limiting Me in Considering Future Roles?'
Students explore if and how interest inventories limit consideration of occupational options for boys and girls.

IN-SERVICE PACKETS:

'Changing Lives: Future Trends'
Considers the rapidly changing society and expanded skills and resources students need to acquire and face the future.

'My Role as a Change Agent'
Gives the theoretical base that can guide school personnel in creating attitudinal changes in other people.

'My School's Role as a Change Agent'
Explores how institutions can create attitudinal change in its surrounding environment.

'Legislation's Push for Sex Fairness'
Reviews legislation affecting schools and interpreted implications.

'Recognizing My Fair and Unfair Behavior'
Explores how our biases govern our attitudes and actions toward others. Biases are then examined to select those we want to remove/keep in our internal valuing system.

'Evaluating Our School for Sex Fairness'
Discussion of the process a school undergoes in establishing an evaluation that reflects its environmental circumstances.

' Instructional Material - Usage Despite Bias'
Explores how bias can occur in instructional material and methods of counteracting its influence on students.

'Guidance Tests - Usage Despite Bias'
Explores how bias can occur in guidance tests and approaches to reduce any bias during usage.

'The Academic Teacher - Encouraging Non-Traditional Options'
Considers the role academic teachers can take in expanding options for students.

'Vocational Teacher - Encouraging Non-Traditional Options'
Suggests steps vocational teachers can take that makes students less hesitant to consider non-traditional options.

'Counselor - Encouraging Non-Traditional Options'
Presents several different approaches with suggested accompanying activities from which counselors can choose for encouraging students to consider nontraditional careers.

'Creating a Sex-Fair School Environment'
Explores diverse fronts to be considered and action planning stages for a school.

'Differences Between a Girl and Boy?'
Presents what current research shows may be differences by developmental stages.

'Profile of a Non-Traditional Student'
Written by an educational director in industry who relates the problems he observes women face personally and professionally when working in a non-traditional field. Recommendations are made for improving preparation for non-traditional students.

'Home Economics for All'
Suggest approaches that encourage boys/girls to acquire home management skills and consider home economics related occupations.

'Math and Science for All'
Suggest approaches that encourage girls/boys to acquire sufficient math and science skills that occupational options can remain open.

OUT-REACH PACKETS

'Future Trends Create Changing Lives'
Considers the rapidly changing society and expanded skills and resources today's youth need to cope with the future.

'Society's Messages to Youth'
Explores messages coming from diverse sources of a child's environment and how they can limit options a child considers.

'Community Groups-Helping Face the Future'
Considers alternative approaches community groups can take to aid in expanding option choices for today's youth.

'Business and Industry-Helping Face the Future'
Considers alternative measures that business and industry can take to aid schools expand option choices for their students.

'Parents-Helping Your Child Face the Future'
Explores the role parents can play in limiting or expanding option choices for their children.

'New Options in Choosing Vocational Training'
Developed for use with groups of potential students to encourage both boys and girls to consider all course offerings of a school.

'Re-entering the Work Force-New Options'
Developed for use with older groups of potential students or displaced homemakers to encourage considerations of expanded occupational choices.

INSTRUCTIONS

This in-service packet is intended to reiterate for guidance counselors the requirements of sex-fairness legislation in education and to re-affirm the necessity for making young people aware of the expanding options open to them in choosing careers. Materials are included for self-checks by counselors of their own attitudes in responding to typical counseling situations.

The packet may be used alone, in combination with other packets, or to supplement existing in-service units. Its effectiveness will be determined by your group's discussion and participation.

Included in the packet are:

1. A Leader's script. Action-guide notations appear in the right-hand column.

2. Three transparency masters:

   . Work Life Expectancy
   . Education Amendments
   . Specific Responsibilities of Counselors Employed in Education Settings

   By covering each master with a sheet of transparency film and running both the sheet and master through a Thermafax machine, transparencies for use with an overhead projector can be produced.

3. Five handout masters:

   . Comparison of Education Amendments
   . Title IX or Title II?
   . Worksheet and Two Case Studies
   . Recognizing Sexist and Non-Sexist Behavior
   . Checklist for Counselors

   Copies of these handouts for distribution can be made by using any copying machine, or by using a Thermafax machine to make ditto masters.

4. Leader's answer sheets and discussion guides:

   . Two Case Studies
   . Recognizing Sexist and Non-Sexist Behavior

A suggested general format for this presentation is:

1. Before the presentation, the leader should

   a. become familiar with the script, making modifications to fit your audience or speaking style;
   b. set up an overhead projector for showing transparencies.

2. The leader reads the script to the group, incorporating the action-guide notations in the right-hand column.

Quickly, now; see how fast you can come up with the answer to this riddle:*

> A father and a son are driving on their way to the next town. They have a car accident and the father is killed instantly. The son is very seriously injured and is taken to a hospital. The son is immediately taken up to the surgical ward. The surgeon comes in and says, "I cannot operate on this boy; he is my son."
> How do you explain the riddle?

As guidance and vocational counselors for young people, you shouldn't have taken more than two seconds to respond, "The surgeon is the boy's mother."

Many people, though, are truly puzzled by the riddle, because their thinking reflects years of molding and socialization to consider certain occupations "for men only." This brief riddle serves to illustrate the gigantic problem which counselors face in trying to break old and ingrained patterns of career-guidance advice. Even the best of us, no matter how enlightened our views or how sincere our attempts to meet mandated guidelines for sex fairness, are not immune from the influence of stereotyped ideas that some jobs are for women and others are for men.

Imagine for a moment that the riddle were differently worded. Suppose the mother and son were in an accident and the mother instantly killed. The son is wheeled into surgery and the operating-room nurse says, "I can't assist with surgery; this boy is my son." Would you have responded immediately that the O-R nurse is the boy's father?

Is there any essential prerequisite for either career--that of surgeon or that of nurse--which dictates that one is man's work and the other is woman's work? Of course not. Nonetheless, for years our society has assumed that males will hold such responsible and well-paid

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*Riddle; page 4 of source #2 in attached bibliography

jobs as doctor, lawyer, banker, scientist, engineer, and so on; women, with their softer natures, compassion, and nurturant qualities, will be the handmaidens of these professions: the nurses, secretaries, teachers, etc.--just as we have assumed that wives will fulfill the back-up and support roles in marriage, while their husbands gird up daily to face the competitive world of wage-earning.

Or else men will support their wives and children by performing the difficult and physical jobs such as plumber, construction worker, electrician, furniture mover, roofer, dock-worker, truck-driver--you name it. Their women, if and when they work to supplement family income for an immediate need or some extra luxury, will be sales-clerks, grocery store checkers, typists and file-clerks, hospital aides, cosmetics and detergent distributors or envelope-addressers.

After all, that's the natural order of things, right? --Wrong!! I know that and you know that. So what are we doing about it in our day-to-day work with students? How are we encouraging them to see their expanding options in career opportunities? How are we, as counselors, doing our part to break the chain of sexual stereotypes which locks young people, both male and female, into a limited number of job choices?

Despite Title IX and Title II education legislation, despite the masses of articles which have proliferated in both popular and professional publications, recent studies* indicate that there is still a lag on the part of some guidance counselors in keeping up to date with expanding non-traditional career options for women--and by extension, for men as well. The problem is compounded by the fact that many of the aptitude and preference tests on which counselors have relied for many years are, upon close scrutiny, demonstrably sexist.** Fortunately,

*See attached bibliography; #1 and #2, pp. 21 and 23 of #4.

**Pp. 25, 26 of #4.

steps are being taken to revise and re-write items included on standardized tests such as the Kuder test, for one, in order to remove built-in sexual biases and slanting.*

Contributing further to the problem of providing sex-fair career counseling are the conflicting messages still being sent out by the mass media in our popular culture. Cartoons, commercials, popular songs, TV shows, news releases, paperback books tell us in one breath that women and men <u>can</u> be equal in the job market and in developing their total human qualities regardless of sex; in the next breath, they reinforce the long-held sexual stereotypes which have been centuries in the making. We are bombarded with "gotta be a macho man," "the total woman," idealized and probably unattainable standards of female and male physical perfection, subservience (female) and dominance (male). It is still considered a hot news item if a woman becomes a news anchorperson or holds a seat on the stock exchange or succeeds in a high-level management position. It is still a cause for snickers if a school-age boy prefers cooking, sewing, or interior decoration to football and wrestling--although the snickers die away if that boy grows up to be a noted chef or designer, --or if the boy demonstrates that such "femine interests" are just one side of his nature. (Nobody laughs when Rosy Grier sits down to do his needlepoint!)

In our rapidly-changing world as it exists here and now, the greatest challenge facing public education today is to prepare young people <u>to work</u> for the next 40-plus years of their lives--maybe longer, as the span of productive years increases--whether they are male or female. There is no longer much point in sustaining the illusion that either men or women have much choice about whether they will or will not

*This topic is addressed in the packet "Guidance Tests - Usage Despite Bias"

work in the paid labor force.---***--- In a society of double-digit inflation, single-parent families, increasing numbers of singles, new "partnership" marriages in which couples may opt to postpone children or to remain childless, it is incumbent on our whole system of public education to review its proper function. Many states, in fact (Kansas among them) are implementing some degree of vocational education even at the grade-school level. New Jersey, for instance, has a required statewide program of career exploration for grades [illegible], with optional methods of integration into the curriculum.

*** Show transparency #1: "Life Work Expectancy"

Given this basic fact, then--that every student now enrolled in our school system will, of economic necessity, work for a living for 40-50 years after graduation--it is essential that these students should be prepared to make enlightened choices based on their own interests and abilities, not on outmoded societal views of "women's work" and "men's work." It is at this point that the guidance counselor looms as a powerful force in the decision-making for a life-time career. And in a disheartening number of studies, high school graduates entering college and vo-tech schools or seeking employment, and women re-entering the job market after a time lapse, indicate that they did not receive adequate career counseling,**particularly in regard to non-traditional job options open to them.

Counselors, as well as all other public school personnel, are now under federal mandate to provide more effective career counseling, free of sex discrimination (Title IX, Education Amendments of 1972) and sex bias and stereotyping (Title II, Education Amendments of 1976).---***--- The accompanying handout provides a brief comparison and contrast of these two pieces of legislation.***

*** Show tranparency #2: Education Amendments; and distribute handout #1: "Comparison"

*See #3, attached bibliography.

** See #4, attached bibliography.

***The legal ramifications of these legislations are detailed in the series packet "Legislation's Push for Sex Fairness"

As counselors, we are expected not only to know the provisions of Title IX and Title II, but also to interpret and apply them in our routine counseling. For a quick check of our understanding, let's take a look at these ten items. ---***--- Each one deals with a specific provision of either Title IX or Title II. Take a few minutes to read each statement and determine which piece of legislation would apply. Then we'll compare our answers.

*** Distribute handout #2: "Title IX or Title II?"

(Allow five minutes for this activity, then read each statement aloud and have the answer given from the group. The correct answers are:
Title II: items 3,4,5,7,8-- Title IX: items 1,2,6,9,10)

But simply knowing the terms of the Education Amendments is not enough. Even minimal compliance with basic guidelines--enough to retain federal funding and avoid law-suits--is not enough. For if guidance counselors are to live up to the spirit of their profession, they will strive to overcome--in themselves and in other school personnel, and in students themselves--any remnants of sexual stereotyping which might influence a person to limit, or might cause others to limit his or her considerations of a career solely on the basis of gender. All students with whom we come in contact must be aware, and need to know that we as their counselors are aware, that they are separate and distinct individuals with certain human traits, interests, and abilities. They need to feel that in all advice and counsel given them, we are not making assumptions or pigeon-holing them or channeling them toward certain job areas simply because we are seeing them as "girls" and "boys" first, and as "people" second. If our youth are destined to spend so many years in the labor force, they at least deserve to have every effort made to match

them up with the sort of jobs in which they can find some personal satisfaction and sense of achievement beyond a pay-check.

Now, no guidance counselor is purposely going around forcing square pegs into round holes. But old attitudes die hard, and sometimes habits of thought can color advice, no matter how well-meant. Consider these case studies ---***--- relating some background about two students, Carol and Fran, and the advice given to each student by different counselors. Note that not a one of the counselors is inept or intentionally biased. Note also that the students have given sincere and careful thought to their career planning and are eager for advice and direction. Everyone involved is, in both cases, trying to do the right thing. First read the worksheet, then read both cases carefully. How do you rate each of the counselors, bearing in mind the requirements of Title IX and Title II? Are there any things <u>you</u> would do in advising these students that aren't covered by any of the counselors?

*** Distribute handout #3: "Worksheet and Two Case Studies"

(Allow adequate time for this. If the group is large, you might wish to have them number off into small discussion groups in order to share ideas and reactions. If so, ask each small group to appoint a recorder to report back to the entire group. The Leader can guide discussion. "SUGGESTED ANSWERS AND DISCUSSION" for this activity are included with this packet.)

The discussion of these case studies has been intended to demonstrate the intent of education legislation: to encourage <u>all</u> school personnel, counselors included, to "go the extra mile" in taking affirmative steps to ensure sex-fair education, and especially career education, for our young people. Help them to see the options available.

*While we are thinking along these lines, let's examine these situations and rate each response. ---***---

(Read aloud to the group the paragraph of Directions. Allow 10-15 minutes for this activity, then lead group discussion. A Leader's answer sheet is provided with this packet.)

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Distribute Handout #4: "Recognizing Sexist and Non-Sexist Behavior"

Counselors, like all other groups in society, have been socialized in the dual role systems of our society, our education system, and the paid labor force. Consistent effort in the examination of personal attitudes and behavior will be required if the limitations of traditional socialization into the dual role systems are to be identified and modified. ---***---

***
Show transparency #3: "Specific Respnsibilities of Counselors"

Counselors have the responsibility of assisting individuals to understand themselves and their world. Given the changing nature of our society and the accompanying changes in the roles of females and males, counselors must take the responsibility for understanding these changes and in working with students in understanding themselves, their options, and the implications of their decisions.

This final handout ---***--- provides a checklist of positive steps which are recommended for counselors in their respective schools. How many have you taken?

***
Distribute Handout #5: "Checklist for Counselors"

(If time remains and the group seems interested, lead a discussion of handout #5 and brainstorm for specific ways to implement items on the checklist.)

*Depending on time limits, the Leader may choose to omit this activity, or to substitute it for the "Case Studies" activity.

BIBLIOGRAPHY

1. "Guidelines for Assessment of Sex Bias and Sex Fairness in Career Interest Inventories." ERIC report, National Institute of Education (DHEW), Washington, D.C. July, 1974.

2. WEECN: "Sex Bias in Testing: A Review with Policy Recommendations," Carol Kehr Tittle, U. Of North Carolina, 1978. Sponsored by ERIC (HDEW) Clearinghouse on Tests, Measurements, and Evaluation; Educational Testing Service, Princeton, N.J., 08540

3. "Career Explorations for All Students in Grades 6-9: The Introduction to Vocations Program." New Jersey State Department of Education, 225 W. State Street, Trenton, NJ 08625

4. "Sex Discrimination in Guidance and Counseling Annotations," Michele Harway, Helen S. Astin, Jeanne M. Suhr, John M. Whitely. ERIC document resume ED 132 500; National Center for Education Statistics (DHEW), Washington, D.C. 20036

5. "Implementing Title IX and Attaining Sex Equity; Application Materials for Counselors," ERIC report ED 155 506; Council of Chief State School Officers, Suite 701/1201 16th St. NW, Washington, D.D. 20036

6. Project BORN FREE; "Selected Review of the Literature on Career Development and Sex-Role Stereotyping in Post-Secondary/Higher Education," Charlene Follett, Marianne Watt, and L. Sunny Hansen (Project director); with contributions by Anne Boe and Paul Pedersen. Counseling and Student Personnel Psychology, Dept. of Psychoeducational Studies, College of Education, University of Minnesota, Minneapolis, MN 55455 August, 1977.
   *An excellent bibliography!

7. Arizona Department of Education, Division of Career and Vocational Education: "Counselors" - a checklist of goals for guidance counselors in the Arizona school system.

These resources and others were surveyed in the preparation of this packet.

LEADER'S ANSWER SHEETS

AND

DISCUSSION GUIDES

ANSWER SHEET AND DISCUSSION GUIDE
"TWO CASE STUDIES"

Case #1 - Carol Merritt

Counselor A: Sex biased.

This session was rated as a sex-biased session because the counselor accepted the inventory results without exploration and he/she suggested sex stereotyped careers without identifying general patterns or raising other options.

Counselor B: Sex fair.

This session was rated as sex fair because the counselor considered more than the interest inventory and raised options which were consistent with Carol's abilities.

Counselor C: Sex affirmative.

This session was rated sex affirmative because the counselor reported scores based on both female and male scales, raised non-traditional career suggestions, and attempted to provide a realistic picture of Carol's abilities.

Discussion--Counselors A and B did not report scores on both male and female scales and did not encourage freedom of choice. Counselor A did not use all available information, but B and C did. C reported scores based on both female and male scores. This case study illustrates that guidance tests now in use have built-in sex biases. A and B restricted the range of options available to Carol and discouraged exploration or career possibilities beyond her initial consideration.

Case #2 - Fran Courtin

Counselor A: Sex discriminatory.

The counselor's discouragement of Fran's consideration of a career in the field of day care and the explicit statement that day care was not a field for men would be a violation of the provisions of the Title IX regulations.

Counselor B: Sex affirmative.

The counselor's efforts to affirm the basic pattern of Fran's professed and measured interests, and the explanation of changing roles of men and women would make this a sex affirmative response.

Discussion--In the first situation, Counselor A's sex bias is being imposed on the client. A does not even appear to be aware of how that bias is affecting the client. Furthermore, A seems to be hiding a concern that the client's expressed interests in a direct nurturing role with children could be a reflection of some "feminine" tendencies.

Counselor B, on the other hand, gave the client some concrete suggestions on how to implement his interests. He openly discussed some of drawbacks of choosing a field which has been traditionally for women, recognizing that such stereotypes are no longer appropriate. B chose to emphasize the client's freedom of choice of all options.

Leader's Answer Sheet

RECOGNIZING SEXIST AND NON-SEXIST BEHAVIOR

1. b A
   a B
   f C

2. b A
   f B
   f C

3. d A
   f B
   a C

4. b A
   b B
   f C

5. b A
   b B
   f C
   a D

6. f A
   d B
   f C
   d D

7. f A
   b B
   a C

8. d A
   f B
   a C

Source:

Untapped Resources in Vocational Education, Trainer/Teacher Guide. Vocational Education Equity Program. Department of Special Vocational Services; Box 480, Jefferson City, Missouri 65102

TRANSPARENCY MASTERS

WORK LIFE EXPECTANCY

Women, like men, are likely to spend a substantial proportion of their lives in the paid labor force:

--The "typical" 25 year old woman of today will work for 34 years and marry and have 2 children.

--Women who are single, divorced, separated or widowed will work for 41 years.

-- The work life expectancy for men is 41 years.

TR - 1

EDUCATION AMENDMENTS

TITLE IX, 1972	TITLE II, 1976
Addresses sex discrimination	Addresses sex discrimination and sex bias
Applies directly to local education agencies	Applies to state and federal vocational education programs
Specifies various forms of sex discrimination which are prohibited	Specifies actions to overcome bias and stereotyping--using federal monies
Prohibits specific policies, programs, and practices	Establishes a series of administrative requirements and options for state use of funds

TR - 2

SPECIFIC RESPONSIBILITIES OF COUNSELORS EMPLOYED IN EDUCATION SETTINGS

-- assisting the school/district as it makes the effort to achieve compliance with Title IX and Title II regulations for sex equity

-- providing female and male students with counseling and guidance services which can prepare them for the reality of their lives

-- demonstrating leadership by providing consultation and information to other staff, the community, and professional groups

HANDOUT MASTERS

Handout #1

COMPARISON OF THE 1976 EDUCATION AMENDMENTS AND TITLE IX

The provisions of the Education Amendments of 1976 which pertain to sex discrimination and sex bias are similar to the requirements of Title IX (Education Amendments of 1972) in basic intent; both are directed at ensuring that equal opportunities are provided to females and males in vocational education programs. There are, however, several significant differences between Title IX and the Amendments:

Title IX addresses the issue of sex discrimination in education programs; it generally requires that persons may not be excluded from, denied participation in, or be treated differently in education programs. The Education Amendments not only address sex discrimination, which is defined as "any action which limits or denies a person or a group of persons opportunities, privileges, roles, or rewards on the basis of their sex,' but also sex bias, or "behavior resulting from the assumption that one sex is superior to the other," and sex stereotyping, or "attributing behaviors, abilities, interests, values, and roles to a person or group of persons on the basis of their sex."

The Title IX regulation applies directly to local education agencies and institutions; the Education Amendments of 1976 apply directly only to State and Federal vocational education programs. They affect local vocational education programs and institutions indirectly through their specification of priorities and procedures for State use of Federal vocational education monies, which in turn affect State funding of various local vocational education programs and institutions.

Title IX specifies a variety of forms of discrimination in education policies, programs, or practices which are prohibited. Those which apply to vocational education include prohibitions of discrimination on the basis of sex in admissions, access to courses, facilities, treatment of students, course completion and graduation requirements, student employment, marital or parental status, and employment of education personnel. The Education Amendments of 1976 complement the specific prohibitions of sex discrimination which are established by the Title IX regulation with a mandate for the development of programs to overcome sex bias, stereotyping, and discrimination in vocational education and an authorization to States to use Federal monies for this purpose.

Handout #2
TITLE IX OR TITLE II?

Listed below are 10 items which are specific provisions of either Title IX of the Education Amendments of 1972 or Title II of the Education Amendments of 1976 (Vocational Education). Read each statement and determine which piece of legislation would apply.

_____ 1. Using different criteria based on sex for admitting males and females into auto mechanics class.

_____ 2. Having single sex clubs such as an all-male Future Farmers of America.

_____ 3. Requiring states to develop five-year vocational education program plans which include specific steps for eliminating sex discrimination.

_____ 4. A program of priority of consumer and homemaking education for both males and females.

_____ 5. Developing programs and securing funds for vocational training programs for homemakers who have experienced divorce or separation from their spouses.

_____ 6. Guidance counselors channeling males into industrial arts and females into home economics.

_____ 7. Each state agency designating a person who has responsibility for reducing sex bias and discrimination in vocational education.

_____ 8. Developing and securing resources for an in-service training program on how to reduce sex bias and discrimination for vocational education instructors.

_____ 9. Not allowing a certificated male to teach child development or a qualified female to teach carpentry because of their sex.

_____ 10. Assigning students to apprenticeships or work experience programs solely on the basis of their sex.

Handout #3
WORKSHEET FOR CASE STUDIES

On the following pages you will find two case studies of students who are seeking assistance in exploring career decisions. Within each case study you will find a general background statement about a student and examples of sessions with various counselors. Please read each of the cases carefully.

After you have finished reading the counseling situation, think back on the material presented earlier regarding the terms and intent of Title IX and Title II.

Sexist Behavior

Sex discriminatory behavior	A violation of the Title IX regulation
Sex biased behavior	A response which reflects bias or stereotyping, but is probably not a violation of the Title IX regulation

Non-Sexist Behavior

Sex fair behavior	Treats both sexes in the same way, or the effect of the behavior is undifferentiated or neutral on the basis of sex
Sex affirmative behavior	Goes beyond sex fair behavior by compensating for the effects of past discrimination

You will be asked to rate each counselor session according to this scale.

Materials developed by Linda B. Stebbins, Nancy L. Ames, and Ilana Rhodes in Sex Fairness in Career Guidance. Cambridge, Mass.: Abt Associates, 1975.

TWO CASE STUDIES

CASE STUDY 1 - CAROL MERRITT

Background

Carol Merritt is a very bright high school junior with demonstrated ability in science, chemistry, biology, and math. The results of standardized tests regularly given by her school indicate that she is in the 90th percentile or above in both aptitude and achievement compared with other students her own age. She won a prize for her biology project last year. She is self-assured, if a little quiet, and her concern for others is evident in two of her extra-curricular activities: babysitting and helping teach Sunday school.

When her mother was hospitalized, Carol became interested in nursing and began volunteer work at the local hospital as a nurse's aide. This experience has led her to feel that nursing would be an enjoyable career for her, and she receives support in this thinking from her family. Both her mother and father feel that nursing is a very practical vocation, one which can be readily fitted in with marriage and raising children.

As part of the regular counseling program in her school, Carol has taken an occupational inventory. Carol's measured interests correspond to her expressed interests and aptitudes. Her interests correlate most highly with those of women in the following occupations: nurse (.50), science teacher (.48), X-ray technician (.47). Her interests correlate most highly with those of men in the following occupations: pediatrician (.39), dentist (.37), science teacher (.36), and physician (.37).

Counselor A

Counselor A is delighted to talk with Carol. Unlike many other students, Carol seems to know what she wants. Moreover, the inventory results confirm her tentative choice of nursing as a vocation.

Since Carol also shows an interest in science, Counselor A takes some time to point out to Carol the possibilities of a career in science. Carol could teach science, or she might become a lab or X-ray technician. Carol is open to the possibilities in science, but both she and the counselor conclude that as a nurse she could apply her interests in science, her helping nature, and her love for people in a more purposeful and satisfying way.

Having selected a few good three-year nursing programs, for which she will soon apply, Carol leaves the office, content with her choice.

Counselor B

Prior to this meeting, Counselor B reviews the results of Carol's occupational inventory and compares them with Carol's scores on the other standardized achievement tests. These scores and her extra-curricular activities show a highly correlated pattern of interests: namely, a sense of dedication to people and a love of science. Moreover, Carol is bright and has leadership qualities which could be developed further.

Case Study 1, con't.

...ing into account all the information, Counselor B discusses with Carol the p...sibility of pursuing a five-year Bachelor of Science degree in Nursing. This course of action would offer a great deal more status than a regular nursing program and would also satisfy her intellectual needs. With a five-year degree, Carol might teach and supervise other nurses, using her leadership ability as well.

Carol is extremely pleased upon leaving the counselor's office. A five-year nursing program offers her opportunities she has never explored before. She is delighted with the possibility of combining her love of medicine, science, and people in such an integrated fashion.

Counselor C

Counselor C and Carol discuss the results of her occupational inventory carefully. She has scored high in the medical areas, as she had expected.

Considering the scores on the female side of her inventory, however, does not give a complete picture of her interests. Counselor C points out that Carol might also consider the scores from the male side as well. When compared with men, Carol's highest scores continue to be in the medical and scientific areas.

With Carol's aptitude and motivation, Counselor C points out that she might give serious thought to pursuing a vocation as a physician, dentist, or pediatrician. While Carol had never thought of pursuing a professional career beyond the level of nursing, seeing her high scores on these scales triggers her thinking. Of course she will need to consider many things before making her decision--money for school, getting into a good pre-med program, etc. She hurries home to discuss all the pros and cons with her parents.

RATING THE COUNSELORS:

Using the categories of sexist and non-sexist behavior listed on the worksheet, how would you rate:

Counselor A: Why?

Counselor B: Why?

Counselor C: Why?

Discuss the use made of standardized tests by each counselor in talking with Carol. What does this demonstrate about many current guidance tests?

TWO CASE STUDIES

CASE STUDY 2 - FRAN COURTIN

Background

Fran Courtin is the son of a minister. For most of his life he has been an active participant in the program at the church. During the time Fran has been in high school, he has been teaching a Sunday school class for 3 and 4 year olds. Even though he has been given an opportunity to return to Sunday school classes with his peers, he has insisted that he prefers to work with the children.

Fran was administered a career interest inventory as part of the 11th grade testing program. His highest scores were on the scales "caring for people," "teaching and social work," and "nursing."

Counselor A

Counselor A immediately shows Fran his scores and indicates that the high scores show a preference for working with people. Since Fran is one of the outstanding students in the high school in terms of high academic grades and leadership in a number of student activities, Counselor A is certain Fran could excel at whatever he selects. Counselor A, however, feels that while these scores probably reflect Fran's socialization as a minister's son, they do not reflect Fran's desire to seek a highly successful professional career.

As Fran and Counselor A discuss the meaning of these high scores, Fran suggests that he's been wondering about what he'd have to do to be trained to work in a day care center. Counselor A, however, suggests that perhaps day care is not really an appropriate choice. After all, Fran has considerable potential and should think about jobs where he could really demonstrate success and earn a substantial salary. Besides, day care is not a field for men.

As they continue to discuss other fields such as law and medicine, Fran concludes that maybe the counselor is right. Working in a day care center probably would not allow him much of an opportunity to be really successful.

Counselor B

When Fran enters the counselor's office, Counselor B has Fran's folder on the desk. Leaving it closed, they begin to discuss some of Fran's activities outside of school. Counselor B notes Fran's enthusiasm when he describes some of his experiences teaching the Sunday school class.

When Counselor B pulls out the interest inventory results, his description of the high and low scores is very thorough. The counselor points out that Fran's pattern of measured interests seem to parallel some of his outside activities. These activities have obviously provided Fran with an experiential basis for filling out the inventory as he did.

As Fran and the counselor discuss the implications of the pattern of his scores, Fran suggests that he's been wondering about what he'd have to do to be trined to work in day care. Counselor B points out that there are a

Case Study 2, con't.

large variety of approaches, depending on what level job Fran might wish to have. Each of the levels require different amounts of training, primarily in child development and early childhood and education.

Counselor B also points out that day care is not the only kind of job where Fran could easily develop some of his interests in working with children. He could consider others, such as elementary school teacher, social worker, and pediatrician. Whereas, at present, there are many women holding day care jobs, the employment patterns are slowly changing. Both men and women are beginning to select jobs on the basis of interest in doing the work, rather than limiting themselves to traditional selection of men's jobs and women's jobs.

Fran agrees to consider some of the other alternatives and to explore some college catalogues for programs in child development and early childhood education.

RATING THE COUNSELORS:

Using the categories of sexist and non-sexist behavior listed on the worksheet, how would you rate:

Counselor A: Why?

Counselor B: Why?

Discuss your reactions to the methods of each counselor. What do you think of Counselor A's interpretation of what constitutes "success" for a man in the type of career he selects?

Handout #4

RECOGNIZING SEXIST AND NONSEXIST BEHAVIOR

Directions: Listed below are a number of situations which are familiar to guidance counselors. Under each situation three or four possible responses are provided. Read each situation and determine how each of the responses would be described according to the following categories:

D - Discriminatory; violates Title IX
B - Sex-biased; reflects bias or stereotyping but is not a violation of Title IX or other Federal nondiscrimination laws
F - Sex-fair behavior; treats both sexes in equal or similar ways
A - Sex-affirmative; attempts to compensate for past discrimination

Place the appropriate letter in each blank.

1. As a counselor you believe that part of your responsibility is to support students for the academic achievement, career aspiration, and social behavior. You make the following comments to female and male students:
   _____A. "Jimmy, that's great that you asked for some information on careers in computer science. There are several brochures on top of my file cabinet. Let me know what you think about all that." / "Melissa, you finally got your hair cut. You look so much more attractive."
   _____B. "It appears that office education may not really be the best place for you, Marguerita. What about taking the GATB and an interest inventory? Based on that information, we could start looking at some other options for you."
   _____C. "Andrea and Carl, I understand that the two of you are interested in using the computer terminal to find the information on technical schools offering programs in environmental technology. It's great that you found out about the computer program and decided to use it."

2. You demonstrate the following patterns of non-verbal behavior in your counseling situations:
   _____A. You maintain direct eye contact with same-sex students and indirect eye contact with opposite-sex students.
   _____B. You stand and sit as close to students of one sex as you do to students of the other sex.
   _____C. You use touch to indicate support, gently grasping the arm or shoulder of both males and females, being sensitive to students who may dislike being touched.

3. You're responsible for setting up a career day for students. You:
   _____A. Arrange for female and male speakers in careers traditional to their sex and assign students to sex-traditional areas. (Females hear the secretary, nurse, etc.; males hear the insurance agent, telephone installer, etc.)
   _____B. Arrange for speakers without regard to their sex and allow students to self-select; you provide students with detailed information about speakers and encourage them to make choices.
   _____C. Arrange for female and male speakers in both traditional and non-traditional jobs. Schedule so each student hears 9 out of 12 speakers.

4. The following are items on a vocational interest survey:
   _____A. Would you like to build model cars and fix a bike or solve crossword puzzles and learn carpentry.
   _____B. --like to babysit and bake a cake or crochet and watch television?
   _____C. --read a novel and play tennis or join a club and take biology?

5. Ellen, a high school senior, needs summer work to help pay tuition to computer technology school in the fall. She comes to you to ask about summer work. You ask what she likes to do, and she replies that she likes to fix things. You suggest that she:
   _____A. Investigate the "openings for girls" listed on the "jobs for summer" board.
   _____B. Call a temporary agency which has the opportunities for light office work (filing, answering phone) during the summer.
   _____C. Join a group of students doing minor home repairs and lawn and garden work during the summer.
   _____D. Investigate a new city-sponsored program attempting to find jobs for young women in non-traditional fields.

6. Your school is adding a semester course which, although it does not exclude females, is specifically designed to attract more males into consumerism and homemaking. This course will cover nutrition, food preparation, wardrobe planning, clothing care, consumer education, and apartment living from an individual rather than a family point of view. You recommend the following as a course title:
   _____A. Survival for Singles
   _____B. Bachelor Living
   _____C. Living Alone and Liking It
   _____D. Basic Home Economics for Boys

7. The following are excerpts from career education materials distributed from your school's job placement center:
   _____A. "Our supervisory candidates, women and men who are young in years and mature in attitudes, are chosen annually; most will be in responsible positions within five years."
   _____B. "All the girls wear attractive uniforms, have interesting jobs, and are surrounded by men."
   _____C. (A pamphlet entitled) "Women in Protective Services: Jobs in Law Enforcement, Fire Fighting, and Security."

8. Mary, a high school sophomore, comes into your office to talk about enrolling in auto body shop next fall. She indicates that she is very interested in taking the course but is afraid that she won't be able to participate in the work placement activity that accompanies the course because whe's heard that co-operating auto shops exclude females. You say to her:
   _____A. "Well, you know there are still many employers who are reluctant to hire females in this kind of job. Maybe we'd better look at some other vocational program for you."
   _____B. "you're really interested in this class but are afraid you will be excluded from the work experience. Under Title IX the school cannot participate in a co-op program that won't take female students. If we find that this program is discriminating, the school can't continue to use it."
   _____C. "Under Title IX students are assured the right to nondiscrimination in all education programs. Although some employers are reluctant to accept females in certain job placements, they are required to do so if they are to be involved in school programs. I think you'll find that many attitudes are beginning to change. You may want to talk to Sara Benavidez about her experiences entering the auto body work placement."

Handout #5
CHECKLIST FOR COUNSELORS

1. Have you contacted and presented speakers to your students who are presently employed in non-traditional occupations?

2. Are there programs in school that emphasize the necessity of being prepared to be a household manager as well as a wage earner?

3. Are general survival courses taught in school in which students are put into different vocational jobs, paid a certain fixed salary, and asked to survive on it under present-day costs of living?

4. Are visitations to vocational classrooms non-traditional to a particular sex encouraged or arranged?

5. Are present course descriptions and course contents updated to eliminate sex-role stereotyping and occupational segregation?

6. Do you talk with students individually about their interest areas? Do you encourage non-traditional occupations?

7. Have you discontinued use of vocational preference tests which utilize separate forms or marking keys for females/males?

8. Are you involving parents in their child's interest survey results?

9. Do you know your Title IX co-ordinator?

10. At your school, are there programs that encourage practical and realistic lifetime planning?

11. Is your school holding career days that emphasize non-traditional speakers and exhibits?

12. Are non-sex-biased on-the-job experiences being offered?

13. Are students being made aware of their rights through Title II and Title IX?

14. Have you reviewed course/program enrollments by sex to identify any course with disproportionate numbers?

15. Have you taken steps to assure yourself that existing programs that have disproportionate enrollments are not the result of sex discrimination in counseling practices?

16. Does scheduling provide opportunities for student selection of non-traditional course?

17. Do you provide supportive counseling for male and female students enrolled in courses or programs non-traditional to their sex?

18. Have you provided female students realistic information about their futures? (i.e., most of them can expect to work even if they marry)

19. Are you on the mailing lists of companies and groups developing non-sexist career awareness and testing materials?

20. Have you participated in in-service training to become more aware of the consequences of sex-role stereotyping?